DOCUMENT RESUME

ED 392 584 RC 020 472

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TITLE School/College Collaboration in Appalachian College Association Institutions. Conference Report (Charleston, West Virginia, April 24, 1995, and Maryville, Tennessee, May 22, 1995).
INSTITUTION Appalachian College Association.
SPONS AGENCY Appalachian Regional Commission, Washington, D.C.
PUB DATE Jul 95
NOTE 19p.
PUB TYPE Collected Works - Conference Proceedings (021) -- Reports - Descriptive (141)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *College School Cooperation; *Cooperative Programs; Educational Cooperation; Elementary Secondary Education; Higher Education; *Intercollegiate Cooperation; Partnerships in Education; *Rural Education; Shared Resources and Services; *Teacher Education
IDENTIFIERS *Appalachia; Appalachian College Association; *Coalitions

ABSTRACT

The Appalachian College Association (ACA) is an organization of 33 independent four- and two-year colleges in the Appalachian region. In the spring of 1995, ACA held two regional meetings to gather information on school-college collaborations in Appalachia and to discuss the state of teacher education at Appalachian colleges and the possibilities for intercollege collaboration to strengthen teacher education programs. Some common themes that surfaced in the many projects involving collaboration with local public school districts were: inservice training for local school personnel, with computer and multimedia teaching strategies being favored topics; use of college facilities for classes and special projects; academic and sports summer camps for public school students; academic competitions; community service by college students; and teacher/faculty development. Eighteen programs that serve particular needs are described. Four common concerns regarding teacher education were identified: multicultural experiences for students and multicultural development opportunities for faculty; collaborative field-based, classroom research; retraining of teachers and faculty in new methodologies, such as experiential learning and authentic assessment strategies; and the need for teacher educators and teachers to use computer technology effectively. A rationale and possible actions accompany each concern. Participating institutions and personnel are listed in an appendix. (TD)

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CONFERENCE REPORT

SCHOOL/COLLEGE COLLABORATION IN APPALACHIAN COLLEGE ASSOCIATION INSTITUTIONS

April 24, 1995
Charleston, West Virginia

and

May 22, 1995
Maryville, Tennessee

Sponsored by the Appalachian College Association with funding from the Appalachian Regional Commission.

Prepared by Bonnie V. Gillespie, Ed.D., Private Consultant

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INTRODUCTION

The Appalachian College Association (ACA) is an organization of thirty-three independent four and two-year colleges in the Appalachian region with a common goal of service to the people of the region through higher education and related services. ACA facilitates the development and sharing of ideas, information, programs and resources for the more effective achievement of its broad goal.

Currently the ACA has eight task forces addressing areas of need or concern to education in Appalachia. One of these is the School/College Collaboration Task Force chaired by Dr. Edwin Welch, President of The University of Charleston. Actions taken by the Task Force to facilitate school/college partnerships for ACA institutions and their service area schools included a survey of presidents of ACA institutions. The presidents indicated interest in projects that would increase enrollment and better prepare high school students for college work.

In 1993, the task force sponsored a meeting of representatives of interested ACA institutions and public school districts for the purpose of developing a Two-Three College Degree Program. The proposed program would allow participating students to take courses in the last two years of high school that would earn college credit thereby allowing them to earn a BA/BS degree from the participating college in three years instead of four.

During discussions about the future of the School/College Collaboration Task Force with the executive committee of the ACA, it was noted that all ACA institutions have some form of partnerships with and service to their local school districts. The committee agreed that a gathering should be held of all ACA colleges currently engaged in some activity with their local public schools and a report on these projects prepared. The resulting data base can be used to identify schools that are doing similar things and, therefore, may wish to form a consortium to more efficiently serve the needs of their constituents.

Dr. Alice Brown, Executive Director of ACA, sought funding from the Appalachian Regional Commission (ARC) for two regional meetings of ACA faculty and administrators for purposes of gathering information on school/college collaborations and for a facilitator to organize the meetings and write a report summarizing the transactions. ARC agreed to underwrite the project. A second purpose for the conferences proved to be the opportunity for teacher educators to discuss the state of teacher education at their colleges and the possibilities for collaboration on behalf of strengthening their programs.

On April 24, 1995, nine faculty and administrators representing six ACA institutions met at The University of Charleston for the first of two data gathering sessions. On May 22, 1995, a similar session was held at Maryville College with fourteen representatives from twelve ACA institutions. Requests for information on

partnerships with local school districts were sent to academic deans of the ACA institutions not represented at the conferences. A draft of this report was sent to conference participants for review and corrections.

The meeting participants reported on the efforts of their institutions in three areas of school/college collaboration: curriculum innovations, teacher/faculty development, and student cultivation. In many cases, it was not possible to isolate activities into one of the subdivisions since projects serve more than one purpose. Participants also discussed common concerns of teacher education in Appalachia. They identified four specific areas where collaboration among ACA institutions and public schools would facilitate K-16 education in the region.

This report first describes the school/college collaborative projects and services to local schools in which most or all of the ACA institutions are involved. A description of special projects by individual institutions follows. The final section describes the four areas of collaborative action suggested by the teacher education faculty and administrators. Names and addresses of participants are listed in the appendix.

COMMON PROJECTS

Representatives of ACA institutions reported many interesting and innovative projects currently in place that involve collaboration with or service to local public school districts. Some themes continued to surface, however, with most of the participating institutions involved in one form or another.

All of the participating ACA colleges provide inservice training for local school personnel, usually in the form of teacher workshops or seminars. Computer and multi-media teaching strategies are favored topics for these training sessions. College facilities such as swimming pools and other athletic facilities, science laboratories, libraries and computer centers are frequently used by public schools for classes and special projects. Academic and sports summer camps for public school students, either residential or daily, are also common. Two examples of summer camps for pre-college students are Campbellsville College's Junior Honors Program that helps prepare high school students for college and Virginia Intermont's Leg-Up program for handicapped children.

College faculty serve on school district and state committees for public schools. They also are active in state and national organizations for teacher educators. Faculty serve as judges at academic competitions and almost all ACA institutions host academic competitions for public school students. The University of Charleston, for example, hosts Young Writers Day, a writing competition for West Virginia students. Nationally known guest speakers, workshops and awards presentations are designed to recognize and inspire the young writers.

Public school faculty, likewise, serve on advisory committees for teacher education programs at ACA colleges. In addition, public school teachers often serve as adjunct faculty and guest lecturers. At several of the institutions, public school teachers and college faculty jointly design and teach courses with practicum components. Maryville College and Alderson-Broaddus College are but two ACA institutions that have such courses. Public school teachers who volunteer their time to help prepare future teachers are recognized with a dinner or luncheon at several of the colleges.

All of the conference participants reported partnerships with schools or school districts within their service area. In West Virginia, however, school/college partnerships are arranged through the Chamber of Commerce Partnerships Program. In this Chamber of Commerce program a college will affiliate with one school primarily. Most of their attention and service are directed to that school although they continue to work with other schools as well. For example, Bethany College is helping Bethany Elementary School to become a magnet school. Student and faculty volunteers conduct a camping course, swimming lessons, math tutoring and a book fair for parents and students. The Whole Language Project brought exchange faculty experts from New Zealand to Bethany and these experts worked with Bethany Elementary teachers on whole language techniques.

Service learning is practiced at ACA colleges. College students are sometimes required to work with public schools or other community service agencies as part of course requirements. More often, however, college students volunteer their time to help while the colleges coordinate the effort. These students serve as tutors or buddies to school children during and after school. They volunteer for literacy programs such as Read Aloud and they volunteer to work with handicapped individuals. A spirit of caring was evident as conference participants discussed the variety of ways their students practice community involvement.

A commitment to community service is one criterion for scholarships at many ACA institutions. For example, Ferrum, Mars Hill, Maryville, and West Virginia Wesleyan colleges distribute Bonner scholarships at their institutions. Bonner Scholars have demonstrated interest in community service and perform a minimum of 20 hours of community service per week. Warren Wilson College requires community involvement of all its students and The University of Charleston makes community service an important part of its Colleague Program. Many college students involved in these programs volunteer in the local schools.

INDIVIDUAL SCHOOL/COLLEGE COLLABORATIONS

In addition to the school/college collaboration programs that are common to most ACA member institutions, individual colleges have developed partnerships with local schools that serve their special needs. A list of some of these innovative projects follows.

ALDERSON-BROADDUS COLLEGE, Philippi, WV 25416

Elementary Reading Methods is jointly developed and taught by the college reading instructor and a second grade teacher at Belington Elementary School. Two days a week, students are in the college classroom. On the third day, they travel with their instructor to the school where the teacher demonstrates with her second graders the concepts AB students learned in class that week. During the second part of the class, each student tutors a small group in support of the lesson. Lastly, the AB students work together to present a collaborative whole language lesson to the total class and help each child write a book. Throughout the course, students meet with the instructor and second grade teacher for debriefing.

ALICE LLOYD COLLEGE, Pippa Passes, KY 41844-9701

This institution mandates work/study for all students. Students may serve as tutors at a state approved school for dyslexic students or at the EXCEL program located in an alternative school for a five county area. Students also serve as teacher aides and literacy volunteers at local schools.

Alice Lloyd College chemistry laboratories are used by Cordia High School students because the settlement high school has no science laboratories. The college has a **Math/Science Alliance** with Carr Creek Elementary School with the result being an improvement in state mandated test scores for the elementary students.

BETHANY COLLEGE, Bethany, WV 26032

An exchange program with Christ Church Teachers College in New Zealand allowed specialists in whole language teaching strategies to be located in Bethany for two years. The **Whole Language Project** involving Ohio, Brook, and Marshall counties school systems enabled local teachers to learn and implement whole language teaching strategies in their classrooms. Bethany also has an exchange with Teachers College in mainland China.

Bethany College is a specially funded MAC Computer Campus. The state of the art MAC facility has multi-media capabilities that students are using to prepare tutorials for public school students and for their special partnerships with Wellsbury Middle School students and the disadvantaged children at the Jimmy Page Learning Center.

CAMPBELLSVILLE COLLEGE, Campbellsville, KY 42718-2799

Destination Graduation is a collaborative articulation agreement with three area schools in which college students tutor at-risk high school students. Qualified twelfth graders who participate in the **Dual Credit** program may receive up to 12 hours of college credit for appropriate courses. Campbellsville College also sponsors a **Junior Honors Program** which is a summer school for high school students between their junior and senior years.

Area teachers may seek the Campbellsville College's Master of Art in Education which provides instruction that incorporates the Kentucky Education Reform Act program. Another service provided by the college is a **Teachers Learning Resource Center** where curriculum materials are available to area school teachers.

FERRUM COLLEGE, Ferrum, VA 24088

Ferrum College collaborates with the Franklin County School System in a number of ways. They teach economics through drama, developed "Minds in Motion" that is a game similar to Jeopardy, and provide performing artists to all Franklin County public schools with their **Jack Tales Players**. Faculty also advised the local school board on an outdoor adventure program for at-risk students.

Ferrum has a **Bonner Scholars** program that provides approximately 700 hours per week of community service including tutoring for grades K-12. **Students Achieving Volunteer Experience, S.A.V.E.**, is a volunteer student organization that also provides services to Franklin County.

KING COLLEGE, Bristol, TN 37620-2699

The **Howard Hughes Research Grant** is a summer program at King College in which college and high school students jointly research biological topics under the direction of college faculty.

King College has a state of the art computer facility that is used in the **King College Scholars Academy**. Intellectually gifted and creative middle school students attend day activities on campus under the direction of college faculty using avant-garde teaching techniques. The students use computer technology in their exploration and study of academic topics of interest to them.

The **Community Learning Service Project** is administered by the Education Department but funded by the Financial Aid Office. Teacher education students contract to tutor students in four rural school systems. The project allows the college students an opportunity for service and exploration of teacher education as a career.

MARS HILL COLLEGE, Mars Hill, NC 28754

Since 1971, the Mars Hill College Education Department has requires a full year internship for elementary and middle school pre-service teachers. The department currently is organizing an Education Alumni Association to mutually support new alumni, the department and offer services to all alumni. The first activity of this association was a children's literature workshop in the summer of 1995.

Mars Hill College offers a lateral entry program for teaching assistants in the public schools. These para-professionals pursue a degree in Teacher Education by taking evening classes.

The Southern Appalachian Repertory Theater of Mars Hill College produces plays for children on campus and in area schools. Mars Hill is one of several colleges to offer **Bonner Scholarships** to selected students who has demonstrated interest in community service. The scholarship recipients perform 20 hours of service to the community per week.

Technology capabilities were improved by the awarding of grants from Title III and General Electric. The GE grant was a joint award to public school and college personnel working on multi-cultural issues.

MARYVILLE COLLEGE, Maryville, TN 37804-5907

Maryville College also hosts **Bonner Scholars**. Many of these scholars choose to perform their community service component in the public schools. The **Bradford Scholars Program** encourage literacy for the whole family as parents seek a Graduate Equivalency Diploma. College students act as paid tutors.

The **Maryville College Center for the English Language** allows K-12 students whose first language is not English to gain proficiency in English. An agreement with local schools allows a pull-out program where the students are bused to campus during the school day for classes

Maryville College hosts a **Model United Nations** for 200 high school students from across the United States. The college also host the **Woodrow Wilson Math Summer Program** for teachers and the **Eisenhower Science Program** for middle school science teachers.

In response to requirements for licensure by the state of Tennessee that each curricular area have its own methods course, Maryville College liberal arts faculty, teacher education faculty, and practicing teachers developed the **Education Practicum for Teacher Education**. Cooperating teachers who supervise student teachers are given field adjunct professional status and are trained for the practicum. They work closely with the college supervisor as the student teachers start with research on content and proceed through the practicum experience they supervise.

MILLIGAN COLLEGE, Milligan College, TN 37682-4002

Approximately three years ago, Milligan College Teacher Education Department began to collaborate with Liberty Bell Middle School in Johnson City to do a professional school type activity. A Milligan faculty member, practicum students, graduate interns and student teachers were assigned to work closely with one teaching team at the school. The partnership was so successful that the Johnson City superintendent approached the college about entering into a professional development relationship with two Johnson City elementary schools. Several meeting between faculties of the college and elementary schools enabled the new professional schools to be fully prepared to begin with the 1995-96 school term.

OHIO VALLEY COLLEGE, Parkersburg, WV 26101-8100

Ohio Valley College is affiliated with the Church of Christ and sponsors the **Bible Bowl** in which 75 to 100 teams compete annually. **The Pied Pipers**, an improv and impromptu theater group from OVC, performs in schools throughout the constituent area. Ohio Valley College musical groups do the same. The Education Department hosts a monthly meeting for faculty and local school personnel for social and professional purposes.

PIKEVILLE COLLEGE, Pikeville, KY 41501

The Pikeville College Math/Science Resource Center was established with a grant from the Teagle Foundation for the purpose of strengthening the teaching of science and math in central Appalachia. Included among the Center's activities are a newsletter to local teachers, college laboratory equipment available to local schools at no cost, a math/science hot line, and a summer science day camp for area middle school students.

Citizens Education Foundation of Pike County/Pikeville College tutoring program was established to provide help to local students and to assist area schools in meeting KERA requirements. Funding is provided by the DeWitt Foundation. In addition to in-school tutoring, Saturday study group sessions are held twice monthly on campus.

TUSCULUM COLLEGE, Greeneville, TN 37743-9997

Tusculum College and five local high schools collaborate to give their students an in-depth drama experience through **Actors Coming Together (ACT)**. These same schools organize **Mock Trial Teams** that compete statewide. Tusculum pre-law students coach the teams.

The college practices block scheduling. The student is in class every day for eighteen days. He/she then goes to another class for eighteen days. Among the benefits block scheduling provides is that the student has a better basis for career selection. In addition, block scheduling provides flexibility in planning for the instructor and the student. For example, TC students can practice service learning in the local schools for longer time periods than before.

TC students practice service learning in a number of different projects. One of these is the Cedar Creek Learning Center, an environment center involving 16 school systems and Tusculum student volunteers.

Tusculum has an exchange program with **The University of Costa Rica.** Students from the two institutions exchange places for a period of five blocks.

UNIVERSITY OF CHARLESTON, Charleston, WV 25304-1099

The University of Charleston, Kanawha County Schools, and the West Virginia Graduate College jointly formed the **Science Technology and Mathematics Center.** The Center conducts one or two week summer training sessions for teachers with nationally accredited instructors in the areas of mathematics, science and

technology. Practicing teachers learn to use materials from groups such as AIMS and Project Physics while they can earn graduate credit. During the school year, one day sessions are conducted. In addition to Kanawha County Schools employees, teachers from several states and throughout West Virginia have attended.

University of Charleston faculty and public school teachers work cooperatively to offer dual credit for selected courses in local high schools.

UC, Kanawha Valley Senior Services and Kanawha County Schools collaborate to facilitate service learning in a K-16 setting with a grant form the Clay Foundation. **The Center for Volunteerism** specifically links community service and volunteerism with curriculum development. **The University of Charleston Colleague Program** is a four-year scholarship initiative for qualified students interested in community service and leadership. The program integrates formal classroom learning with leadership skill development and community service.

UNIVERSITY OF THE SOUTH, Sewanee, TN 37383-1000

The **Sewanee Summer Scholars Program** is a six-week residential experience for at risk high school students in the Hamilton County and Franklin County school systems. The program emphasizes social and study skills necessary for college success.

The **Howard Hughes School Collaborative Research Program** has two components. The Sewanee Summer Science Center is the first component. Ten junior high science teachers take intensive training in science teaching methodologies for one week. The next week is a summer science camp for forty or more seventh graders with the teachers practicing what they learned.

The second component of the Howard Hughes Research Program involves active research being conducted by a college faculty member, one high school science teacher and one or two of the teacher's students. The group is on campus and work as a team on a selected science research project.

VIRGINIA INTERMONT COLLEGE, Bristol, VA 24201-4298

The **Leg-Up** Program at Virginia Intermont College is a residential summer camp for handicapped children. The camp is nationally renowned not only because the children learn to ride horses but while doing so they build self-esteem and confidence. VIC students are employed to provide all services for the children during their camping experience.

The Virginia Intermont Education Department and public schools collaborate on the **Diagnosis Reading Remediation Program.** Public school teachers identify students with reading needs. The VIC education student then tests the student, plans and executes a remedial program and designs and implements a follow-up test.

WARREN WILSON COLLEGE, Swannanoa, NC 28778-2042

Warren Wilson College campus is located on nearly 1,100 acres which include forests, hiking trails and a working farm. Buncombe County elementary school students are provided with guided tours of

the farm and garden on a regular basis with college students acting as guides. WWC's interest in the environment is also demonstrated by the college's operation of a solid waste recycling program and by sponsoring an annual clean-up of the Swannanoa River.

Warren Wilson advocates holistic, experiential education. The Teacher Education Unit is responsible for a Headstart Program located at the Early Learning Center on campus. The Unit also worked with Asheville City School System to develop a magnet elementary school based on the "Foxfire" experimental model. In addition, the **North Carolina Outward Bound School** is in the process of moving its headquarters to the college campus.

WEST VIRGINIA WESLEYAN, Buckhannon, WV 26201-2994

Bonner Scholarships are also awarded by West Virginia Wesleyan. Community service experience is a factor for selection of the scholars and continued community service is necessary for continuation of the scholarship. Service learning is a large component of education for other students at WVW. A Pugh grant funds the Volunteer Services Director who supervises volunteer efforts of all interested students. Education students volunteer for a variety of activities in the local schools. For example, each specific learning disability (SLD) teacher education student serves as mentor to a SLD middle school student for one year.

The **International Students Organization**, representing approximately 30 countries, partners with local elementary school where they teach about their countries. At the end of the school year, they host a multicultural dinner recognizing faculty and principals of the participating schools.

WVW has received a grant that enabled middle school students to use VAX and Internet through Wesleyan facilities. Future expansion of the project will include four elementary schools and will find international pen pals for the children.

WHEELING JESUIT COLLEGE, Wheeling, WV 26003-6295

Wheeling Jesuit is the home of the NASA Technology Education Center and the NASA Classroom of the Future. Every sixth grader in the local school system flies a mission with the Challenger Space Center mock-up. The Center also develops curricula materials in space science for K-12.

The teacher education program (5-12) is field based and emphasizes content. Each student is assigned to a co-teacher in the public schools. He/she spends two hours per week with the co-teacher; one hour is planning time. The college instructor, co-teacher and student meet weekly to plan and assess progress.

STATE OF TEACHER EDUCATION AND SUGGESTIONS FOR COLLABORATION

The second charge to the conference participants by Alice Brown was to discuss the state of school/college collaboration and teacher education in ACA institutions and to identify common areas of concern where a consortium of colleges could be effective. To use Dr. Brown's own words, "Is there something education is wrestling with that is unique to education?"

This section will list common concerns identified at the conference. Suggested actions by ACA and/or a consortium of interested institutions follows each concern. It should be noted that more than one concern can be addressed by combining suggested actions. For example, a guest lecture series with nationally known experts would address all four areas of concern. Another example, technology or multiculturalism could be the topic of field-based research instruction.

1. **Multicultural experiences for students and multicultural development opportunities for faculty**

   Rationale: The Appalachian region that ACA serves has a small minority population. However, our graduates need awareness and understanding of other cultures whether they stay in the mountains or teach in more metropolitan areas. In addition, agencies such as NCATE set standards for national accreditation that include diverse faculty, diverse student body, and student experiences with diverse populations. They define diversity specifically and do not recognize the Appalachian culture as an ethnic minority. It is difficult for small independent colleges to meet these standards alone.

   Possible Actions may be:
   a) ACA Faculty Development Plan for Teacher Educators developed with input from NCATE officials. Included options are ACA sponsored conferences with nationally known experts in multiculturalism, faculty and student exchanges, and use of technology to individualize education for each student.

   b) A minority faculty member employed by and shared by the ACA institutions. This person could lecture on minority culture and effective teaching methodologies at participating ACA colleges.

2. **Collaborative field-based, classroom research**

   Rationale: Professionalism and what it is that teachers know is a major concern of teacher education. Getting teachers in the classroom to do scientific research about teaching and learning is a need of the profession. In addition, active involvement in research by practicing teachers may provide incentive to them to try ideas that are research based in their own practice.

Possible Action may be:
Summer institutes where college and public school faculty can work together to learn more about teaching and learning using their classrooms in the field on which to base their research. The focus of the institutes should be on **how** to do field-based research and not on presentation of research results.

3. **Retraining of teachers and college faculty in new methodologies**

Rationale: Experiential learning and authentic assessment strategies are only two of the many new teaching methods that are being used in public education today. College faculty and practicing teachers may be uncomfortable with or unaware of the newer tools available to facilitate learning. Standards recommended by professional societies and competencies required for licensure demand that teachers be prepared to use active teaching and learning techniques. Teaching facts is no longer enough.

Possible Actions may be:
a) Conferences for teachers and college personnel on standards development and implementation with guidance from representatives of learned professional societies such as National Council for Teachers of Mathematics.

b) Workshops for teachers and college faculty on methods of interdisciplinary study using a common format such as the scientific method.

4. **Technology and Teacher Education**

Rationale: Computer technology is changing the face of classroom across the region. Teacher educators and teachers need to use these tools effectively and creatively. Using Internet access and other technology, small colleges have access to resources that could only be afforded by large ones in the past. In addition, small schools still offer the values and personal interaction that our students enjoy.

Possible Actions may be:
a) Workshops for teachers and college faculty on uses of classroom technology.

b) More and updated technological equipment in the colleges including Internet access and a PC for each faculty member. ACA is currently surveying its member institutions to determine technology needs.

CONCLUSION

ACA member institutions are active in innovative and exciting projects that involve school/college collaborations. Participants of this conference expressed enjoyment in the sharing of information about collaboratives and about teacher education programs. As one college educator wrote, "Many of us are doing wonderful things in school/college collaboratives that was brought to the group's attention. It was beneficial to hear of our colleagues' successes."

Participants agreed that addressing the four common concerns stated above would improve teacher education in their areas and facilitate learning for not only future teachers but practicing teachers and their students as well.

APPENDIX

ACA School/College Collaboration Conference

April 24, 1995 and May 22, 1995

Participating Institution	C = Contact P = Participant
Alderson-Broaddus College US RR 119-250 Philippi, WV 26416-1499	Dr. Ann Serafin (C) Director of Teacher Education 304-457-1700
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Milligan College Milligan College, TN 37682-4002	Dr. Paul A. Clark (C) Director of Teacher Education 615-461-8700
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